AUA EAG - The Association of University Administrators – Equality Advisory Group
www.aua.ac.uk

AUA National Office
University of Manchester
Oxford Road
Manchester
M13 9PL

Roger Clewett
Faculty Administrator
Faculty of Humanities
Languages & Social Sciences
University of the West of England
Bristol
BS16 1QY

Tel: 0161 275 2063
Fax: 0161 275 2036
Email: aua@manchester.ac.uk

ECU - The Equality Challenge Unit
www.ecu.ac.uk

Equality Challenge Unit
3rd Floor
4 Tavistock Place
London
WC1H 9RA

Tel: 020 7520 7060
Fax: 020 7520 7069
Email: info@ecu.ac.uk

HEEON - Higher Education Equal Opportunities Network
www.heeon.ac.uk

Michele Lefevre
HEEON Administrator
HEEO Network
University College Worcester
Henwick Grove
Worcester
WR2 6AJ

Tel: 01905 855267
Fax: 01905 855132
Email: m.lefevre@worc.ac.uk

Syd Kent
HEEON Chair
Equal Opportunities Development Officer
University of Essex
Wivenhoe park
Colchester
Essex
CO4 3SQ

Tel: 01206 872390
Fax: 01206 873396
Email: syd@essex.ac.uk
The publishers of this guide would like to thank the following people for their contributions to it.

Naseem Anwar  Liverpool John Moores University
Val Chapman  University College Worcester
Paul Crofts  University College Northampton
Berry Dicker  University of Wolverhampton
Erica Halvorsen  Equality Challenge Unit
Felicity Hunt  University of Cambridge
Ruth Hunt  Equality Challenge Unit
Sara Hunter  University of Ulster
Syd Kent  University of Essex
Yasmin Khan  Equality Challenge Unit
Faith Marchal  Anglia Polytechnic University
Kate Parsons  Aston University
Chrissie Pepper  Equality Challenge Unit
Marcella Wright  University of Hertfordshire

Although we have attempted to include the words, phrases and organisations that are most commonly used in the higher education equal opportunities environment, there will inevitably be some omissions. If you would like more information about any of the entries or would like to know about something related to equal opportunities and diversity that hasn't been included please contact one of the sponsoring organisations – AUA EAG, ECU or HEEON. Contact details for the organisations are listed on the opposite page.

Every effort has been made to ensure the accuracy of the entries as at March 2005. But nothing in this booklet constitutes legal advice, which should be sought from your human resources department, a legal practitioner or your trade union representative.

Further copies of the publication are available from pubs@ecu.ac.uk
Foreword

This A to Z of words, phrases and organisations that are most commonly used and referred to in the higher education equal opportunities environment is the first joint publication of the Association of University Administrators' Equality Advisory Group, the Higher Education Equal Opportunities Network, and the Equality Challenge Unit. We have enjoyed working together on it, and we very much hope that it will fill what we think is a gap in the market.

Equality and diversity issues are the responsibility of everyone in higher education and so, although most of us are not professionals in these matters, we are often brought face to face with words and phrases with which we may be unfamiliar. Sometimes these words have special meanings in the equality and diversity context; sometimes they refer to concepts or organisations that we haven't previously come across. Often, when we want an explanation, we don't know who to turn to quickly — and sometimes, in any case, we are embarrassed to ask, since we feel we ought to know. We hope that this A to Z will go some way towards solving some of these problems and that it will contribute to increasing our confidence in dealing with what are often challenging issues.

Our aim has been to produce a handy guide in an accessible format, as a quick reference tool, which will be useful for colleagues throughout all areas of higher education. Your comments will be welcome. We would also be pleased to receive any ideas you may have for other reference materials or guides of this kind.

Professor Joyce Hill
Director, Equality Challenge Unit
Action Plan

Under the RRAA, all public sector authorities must set out what they are going to do to address and promote racial inequality in an action plan. A similar obligation is to be introduced in respect of disability, whereby every public authority must produce a Disability Equality Scheme in which the steps to be taken to effect the Scheme i.e. the action plan, must be detailed.

(See RRA and RRAA)

Admin-eo mailbase

Admin-eo is a mailbase for those interested in giving and/or receiving information regarding equal opportunities in higher education. To join admin-eo email

join admin-eo [your first name and last name] email
to

jiscmail@jiscmail.ac.uk

Jiscmail will send you a code which you must return to confirm that you wish to join the list.

Adoption

Adoption leave and pay are statutory rights. At present, employees with one year’s service are entitled to up to a year’s statutory adoption leave.

Individual institutions may also have an occupational adoption leave and pay scheme for employees with a minimum amount of qualifying service. The amount of time and leave available may depend on the age of the child being adopted, and the employee’s length of service. As potential adoptive parents often have to foster a child before his or her adoption can be approved, an institution might consider requests for leave during that period sympathetically.

Only one parent is entitled to take adoption leave. The other will be entitled to a maximum of 10 days’ paternity leave and pay.
Advisory Code of Practice

Codes of Practice that have been issued by the three existing equality commissions can be advisory or statutory. Technically, an advisory code is not a legal document, nor does it constitute professional legal advice. However, it can be used as evidence in legal proceedings under the appropriate equality legislation. Organisations to which advisory Codes of Practice apply are therefore encouraged to follow their guidance in order to develop and implement institutional good practice, and — in the event a discrimination claim is brought against them — to help them avoid institutional liability.

Some codes are specific to certain sections of legislation, and/or certain types of organisation. For example, the Disability Rights Commission’s Code of Practice Post-16 relates to the provisions of the Disability Discrimination Act 1995: Part 4 (SENDA), and applies to providers of post-16 education and related services.

An advisory Code of Practice may also be issued when no legislation exists in the area being referred to, such as the government’s Code of Practice on Age Discrimination. As age discrimination is not yet covered by UK law, the code is intended to promote good practice among employers.

(See Statutory Code)

Affirmative Action

Affirmative action is an American public policy approach that aims to eliminate the current effects of past discrimination. In practice, it means that positive steps are taken to increase the representation of historically disadvantaged groups — women and people from ethnic minorities, in employment and education, for example. Affirmative action programmes seek to remedy the effects of discrimination on the grounds of race, gender or ethnicity, or combat ongoing institutionalised and unintentional practices. Preferential selection i.e. selection on the basis of race, ethnicity or gender (which is not allowable in the UK), is a controversial form of affirmative action and has been legally challenged in the USA.

(See Positive Action)

Age Discrimination (Ageism)

Ageism could be experienced by anyone, whatever their gender, race, religion, sexual orientation or disability status. It is primarily based on the chronological age at which people are excluded from doing certain things or treated less favourably because of their age. These may include entry to an educational course or profession, employment, and taking part in an activity.

Ageism can be a result of stereotyping. For example, a person could be judged to be too young or too old, to do a certain job because members of a recruitment panel believe that ‘young people are not likely to stay in a post for very long because they always put themselves before the organisation’ or ‘you can’t teach an old dog new tricks’.
It will be illegal to discriminate against anyone on grounds of age by the end of 2006.

Alternative Format

A range of impairments can make it difficult or impossible for some people to read or manipulate standard printed materials. When this happens, it is usually possible for the person to access the materials if they are made available in an alternative format. These formats include Braille, audio-cassette, large print, human readers, computer screen readers, computer diskette, CD-ROM, other IT data storage devices or specific IT packages.

Under SENDA, students must be offered course and relevant material in an alternative format, and the Disability Discrimination Act requires employers to make reasonable adjustments to accommodate the needs of existing or potential staff. This includes providing any recruitment material in an alternative format if it is requested.

Advice on how to provide materials in an alternative format can be obtained from a number of sources including the DRC, Royal National Institute of the Blind and ECU. In addition, each institution’s student support services or disability team will have good knowledge of local service providers.

The person who has requested an alternative format is the best person to ask about what exactly is required.

(See DRC, ECU, SENDA)

AMOSSHE – The Association of Managers of Student Services in Higher Education

AMOSSHE brings together those who are responsible for the management or co-ordination of a range of learner support and guidance services for students. It serves as a forum in which members can discuss matters relevant to the provision, quality and effective management of support guidance services. Its mission is:

To provide comprehensive, professional support for the heads of student services in the UK and, through effective representation, promote policy change to enhance the student experience.

www.amosshe.org.uk

Anti-Semitism

Anti-Semitism is hostility towards or prejudice against Jews or Judaism.
Assumptions are the judgements made, or opinions held, about people. For example, assumptions can be based on experience of past behaviour e.g. ‘he has always let me know when he’d be late; therefore (since he hasn’t contacted me to say otherwise) I’m assuming he will be on time for our appointment’.

However, assumptions become problematic when they are based on partial or flawed information, or where the attributes commonly ascribed to particular groups of people are applied to individuals. For example, it might be assumed that there are no female Muslim students in a class because none of the women in it wears the hijab, or that there may be no disabled people in a department because no one uses a wheelchair. Actions that are taken as a result of any erroneous assumptions could result in discriminatory behaviour.

(See Stereotyping)

AUA-EAG – The Association of University Administrators – Equality Advisory Group

The AUA-EAG aims to support AUA members in their understanding and implementation of good practice in equality, diversity and widening participation within the higher education sector.

Its five objectives are:

1. to promote awareness and understanding of equality and diversity and of widening participation
2. to support members in the implementation of policies and procedures in this area
3. to develop and facilitate appropriate sessions for the AUA annual conference
4. to develop relevant workshops for the HE sector
5. to disseminate good practice, and to liaise with other organisations, networks and sources of expertise within and outside the HE sector.

www.aua.ac.uk
Bahá’í

Bahá’í is one of the world’s newest faiths. It originated in the mid-nineteenth century in Iran with the teachings of Ali Muhammad. He was followed by Mirza Husayn Ali who assumed the name Bahá’u’lláh (Glory of God). Adherents of the faith consequently came to be called Bahá’ís. Followers of Bahá’í recognise God and the prophets of all religions. The purpose of the faith is to promote unity and harmony, with an emphasis on world peace and equality for all.

The texts of Bahá’í are the *Kitab-i-Aqda* (Book of Law), the *Kitab-i-Iqan* (Book of Certitude), and the *Hidden Words*. The faith has some 5 million followers worldwide, about 6,000 of whom are in the UK.

Barriers

Barriers are structures or factors, whether physical, social or psychological, which make it difficult for people to make progress or to achieve an objective. In equality terms they are the factors that prevent individuals, or groups of people, gaining access to employment, or services, or from reaching their potential in society. Examples of barriers include poor arrangements for access to buildings and information, bias in recruitment and selection procedures, lack of transport, poor educational provision and training, absence of role models, and general prejudice and discrimination against particular groups.

Belief

Belief is the acceptance of a fact, opinion, or proposition as true, without the full intellectual knowledge to know it’s true. Belief is associated with religion in the Employment (Religion or Belief) Regulations 2003.

In the Regulations, religion or belief is defined as ‘any religion, religious belief or similar philosophical belief’. Whether a particular belief comes within the scope of the Regulations will be for individual tribunals and courts to decide. In determining whether the belief is religious, it is likely that they will consider, among other things, such factors as collective worship, whether there is a clear system of belief, and the profundity of the belief in affecting a way of life or view of the world. Within this context, ‘similar philosophical belief’ covers non-religious beliefs, such as atheism, along with the absence of religious belief.

The Regulations do not provide protection against discrimination on grounds of a belief not related to a religious or similar philosophical belief. Thus, for example, political belief, fanatically supporting a football club and being passionate about a hobby or pastime are not included.
Bisexual

A bisexual person has an emotional and/or sexual orientation towards people of the same sex and people of the opposite sex. People who are bisexual sometimes feel they are ignored in equal opportunities provision because society views sexual orientation as binary, i.e. people are commonly construed to be either heterosexual, or lesbian, or gay.

Black

Traditionally, Black was used to describe someone who was of African descent. Politically, it can also encompass those who have Asian ancestry. However, not everyone with Asian heritage defines themselves as Black.

BME/BEM

Black and Minority Ethnic/Black and Ethnic Minority.

British Council

The British Council is a registered charity that is a non-departmental public body sponsored by the Foreign and Commonwealth Office. Its purpose is to build mutually beneficial relationships between people in the UK and other countries, and to increase appreciation of the UK’s creativity and achievement.

As part of its role, the British Council promotes British education by encouraging and sponsoring international student study in the UK. It also offers a range of resources to ensure that students get the most from their education. The resources include information on courses, qualifications, institutions, English requirements, visas and travel.

www.britishcouncil.org

Buddhism

Buddhism was founded in Northern India/Nepal by Gautama Siddhartha (Buddha Sakyamuni) in around 500 B.C. and, officially, has around 350-400 million followers worldwide. It is estimated that another 400 million Buddhists live in China, where they are not allowed to practise their faith publicly.

Buddhism adapts to the cultural background in which it is practised and, therefore, it assumes different forms. However, three main traditions can be distinguished. These are:

* **Theravada** (School of the Elder, also called Hinayana or The Minor Way) is especially practised in Burma, Cambodia, Laos, Sri Lanka and Thailand.

* **Mahayana** (The Major Way) can be found in China, Japan (where it appears as Zen-Buddhism), Korea, Mongolia, Vietnam, Nepal, Bhutan and Tibet.

* **Vajrayana** (The Diamond Way) is prevalent in Bhutan, Nepal and practised by
Exile Tibetans in India. Before being virtually abolished by the Chinese, it was the main religion in Tibet, and is sometimes referred to as ‘Tibetan Buddhism’.

All three traditions are now firmly rooted in the UK.

**Bullying**

Bullying can be defined as offensive behaviour which violates a person’s dignity, or creates an intimidating, hostile, degrading or offensive environment, or which humiliates or undermines an individual or group. Such behaviour can be vindictive, cruel or malicious.

Bullying is generally considered to be a form of harassment that is not directly related to discrimination. For example, the law explicitly covers sexual and racial harassment but at present it does not explicitly cover bullying. Bullying can cause stress and employers may fail in their duty of care to safeguard the health, safety and welfare of employees, if they do not take steps to prevent it. Most HEIs now have policies, guidelines and codes of practice covering bullying.

Bullying can take various forms, from name calling, sarcasm, teasing, and unwarranted criticism, to threats of violence or actual physical violence. The Health and Safety Executive estimates that bullying costs employers up to 80 million working days a year in lost productivity and over £2 billion a year in lost revenue. Bullying can also cause low morale and produce a high turnover of staff.

*(See [Duty of Care](#), [Sexual Harassment](#), [Racial Harassment](#))*

**Burden of Proof**

In cases of discrimination at work on grounds of sex, race and disability, the person or organisation alleged to have committed the act(s) of unlawful discrimination must make the case that discrimination did not occur.

In practice, a university or college may be able to defend its institutional position by demonstrating that it did everything possible to prevent discriminatory practices from happening. This may include having robust anti-discrimination policies in place, informing staff of the policies, and providing appropriate training. But the case could still be made that discrimination had occurred in a particular instance and the institution or individual employee would still have to answer that. It is important to note that even when an institution is exonerated, individuals employed by it can be held to account where they fail to observe their institution’s anti-discriminatory policies.
CEHR – Commission for Equality and Human Rights

In October 2003, the government announced its plans for a single equality body for Great Britain. The proposed body was given the provisional title of the Commission for Equality and Human Rights (CEHR).

Under the proposals, the CEHR is expected to replace the three organisations that tackle discrimination and promote equality in Great Britain today:

• the Commission for Racial Equality (CRE)
• the Equal Opportunities Commission (EOC)
• the Disability Rights Commission (DRC).

In addition, the CEHR will be responsible for furthering equality in the areas of age, religion or belief, and sexual orientation. Its remit will also include human rights.

The new body is likely to come into being in 2007/8.

(See CRE, DRC, EOC)

Christianity

Christianity is the belief in, and following of, the teachings and example of Jesus Christ. It is a major world religion. Christians believe in one, omnipotent God and that Jesus is the Son of God, the second person of the Trinity of God the Father, the Son, and the Holy Spirit. The fundamental tenet of Christianity is that through Jesus’ life on earth, his crucifixion, his resurrection, and ascension into heaven, God demonstrates his love for humanity and God’s forgiveness of sin.

There are about one billion Christians worldwide. In the UK, 30 million people are nominally Christians, of whom about six million are practising.

Civil Partnership

The Civil Partnership Act gives same sex-couples the option of making a formal commitment to each other, through a civil registration process, which is similar to the civil marriage that is available to opposite-sex couples. Partnerships are formed by means of a secular registration process. A dissolution process, similar to divorce, has been created to deal with the breakdown of a civil partnership. A civil partner is assessed in the same way as a spouse for child support and obliged to provide reasonable maintenance for a former civil partner. Civil partners are entitled to employment and pension benefits; are recognised under intestacy rules; have access to fatal accident compensation; and are recognised for
immigration and nationality purposes.

Civil partners will have the right to pass on survivor pensions, as married people do. The Civil Partnership Act includes the retrospective right (to 1988) for civil partners to claim survivor rights from contracted-out pension schemes. This replicates the current position for widowers. For tax purposes, civil partners will be treated in the same way as married couples.

Class

Class is the way society is divided into groups based on significant income and/or wealth and/or occupational differences or inequalities.

The Census acknowledges differences (previously defined as social class groupings) relating to both income and occupational grouping. Previous simple class groupings (‘upper’, ‘middle’, ‘working’ classes) have become more complex and been more and more sub-divided.

Some argue that class distinctions no longer exist or are reducing, whilst others say that social class distinctions are getting wider and are more entrenched than ever. Global debate is focused on the creation of new ‘class’ distinctions between rich and poor countries.

It is assumed (although the evidence is hotly disputed) that widening educational access (e.g. to higher education) to social classes that have previously been excluded will reduce class distinctions over time and create a more equal and fairer society.

(See Widening Participation)

CRE – Commission for Racial Equality

The CRE is a publicly funded, non-governmental body that was set up under the RRA to address race discrimination and promote racial equality. It has the power to take legal action to enforce the race laws.

It works in both the public and private sectors to encourage fair treatment and promote equality of opportunity for everyone, regardless of their race, colour, nationality, or national or ethnic origin. According to its mission statement:

The Commission for Racial Equality works in partnership with individuals and organisations for a fair and just society which values diversity and gives everyone an equal chance to work, learn and live free from discrimination, prejudice and racism.

The CEHR is expected to replace the existing equality commissions, which include the CRE, in 2007/8.

www.cre.org.uk

(See CEHR)

The DDA provides protection against discrimination for disabled people in the areas of employment; goods, facilities and services; education; and transport.

(See SENDA)

Dependants

Employees are entitled to take time off for unforeseen emergencies in respect of their dependants. Dependants are defined as being the employee’s spouse, child or parent, or anyone who lives in the same household (except employees, tenants, lodgers or boarders). The right provides for immediate, short-term absence to attend to the dependant’s immediate needs and make provision in the longer term. It does not allow for longer-term absence from work.

Dignity

Dignity is the human quality of being worthy of esteem or respect. Dignity at work refers to a set of principles, values and practices which ensures that all individuals are able to maintain their self-esteem and work in an environment free from all types of harassment and bullying.

Direct Discrimination

The law in Britain recognises two kinds of discrimination: direct and indirect. Direct discrimination occurs when factors unrelated to the merit, ability or potential of a person or group are used as an explicit reason for discriminating against them. An example would be recruiting a male applicant to a position rather than a more appropriately qualified woman because of irrational, prejudicial or stereotypical views, or not promoting someone because they have a disability.

Intentions and motives are irrelevant in cases of direct discrimination, because it is the act that is punished, not the intention behind it. For example, if an employer does not employ an individual on the basis that they are Muslim, and it turns out later that the individual is, in fact, Hindu, a directly discriminatory act has still taken place. Harassment and victimisation are also types of direct discrimination.

(See Harassment, Indirect Discrimination, Victimisation)
Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Anyone who has a diagnosis of HIV, Cancer or Multiple Sclerosis is automatically treated as disabled under the DDA. In addition, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are automatically treated under the DDA as being disabled. People who are not registered or certified as blind or partially sighted will be covered by the DDA if they can establish that they meet the Act’s definition of disability.¹

Medical or Individual versus Social Model of Disability

The ‘medical or individual model of disability’ is seen as a form of social oppression by many disabled people. In its place, the disabled people’s movement supports the ‘social model’ approach which believes disability is located not in individuals but in society and seeks to identify sources of pervasive oppression in institutions, structures and attitudes in society. The social model approach sees disability as resulting from interactions between someone who has an impairment and his/her environment and the way in which that environment is designed which may make it less than fully accessible. For example, someone whose sight is impaired and who can only read written material if it is at least font size 16 would be disabled in situations where the font size is smaller than that. The cause of the disability lies in the limited font size, not in the person. It is not however just a question of access. ‘Disablism’ has more far reaching consequences too, affecting as it does decisions on life and death issues such as whether or not to resuscitate.

Discrimination

Discrimination takes place when an individual or a group of people is treated less favourably than others because of factors unrelated to their merit, ability or potential. It is unlawful to discriminate against someone on the grounds of their sex (including gender reassignment), sexual orientation, marital status, race, colour, nationality, ethnic origin, religion, beliefs, disability, pregnancy or childbirth, or because they are a member, or not, of a trade union. It is also unlawful to discriminate against part-time workers.

In addition, in Northern Ireland it is unlawful to discriminate against someone on the grounds of their perceived ‘community background’ (i.e. Protestant or Roman Catholic) or political opinion.

(See Direct Discrimination, Indirect Discrimination)

¹ These definitions are based on changes to the definition of disability that are included in the Disability Discrimination Bill which has not yet been passed by Parliament and therefore may be subject to change.
Diversity

Diversity describes the range of visible and non-visible differences that exist between people. Managing diversity harnesses these differences to create a productive environment in which everybody feels valued, where talents are fully utilised and in which organisational goals are met. (Kandola and Fullerton 1998)

DRC – Disability Rights Commission

The DRC is an independent body that was established in April 2000 by Act of Parliament to tackle discrimination and promote equality of opportunity for disabled people. Its goal is ‘a society where all disabled people can participate fully as equal citizens’.

The DRC:

• gives advice and information to disabled people, employers and service providers
• supports disabled people in getting their rights under the DDA
• helps to solve problems — often without going to court or Employment Tribunal
• supports legal test cases
• provides a Disability Conciliation Service for disabled people and service providers through Mediation UK
• campaigns to strengthen the law
• organises campaigns — such as Open 4 All — to change policy, practice and awareness
• produces policy statements and research on disability issues; and publications on rights and good practice for disabled people, employers and service providers.

The CEHR is expected to replace the existing equality commissions, which include the DRC, in 2007/8.

www.drc-gb.org

(See CEHR)

Duty of Care

As employers, HEIs have a duty of care for all their staff while they are at work or otherwise deemed to be on institutional business. The duty of care covers health, safety and welfare, which includes such things as ensuring stress levels are not unreasonable. HEIs must ensure that members of staff do not suffer undue stress from such things as discrimination, harassment and bullying.

HEIs are not regarded as being in place of parents (*in loco parentis*), but they do have a duty of care in respect of the health, safety and welfare of their students when they are taking part in any institutionally directed activity including while on placements, overseas study, etc. This also includes protection from discrimination, harassment and bullying. There are additional duties of care for students who are
under the age of 18 and for students with disabilities.

HEIs also have a public liability duty of care towards visitors and members of the public when they are on the institution’s premises and/or using other institutional facilities.

(See Disability, SENDA, Discrimination, Harassment, Bullying)
EOC – Equal Opportunities Commission

The EOC is an independent, non-departmental public body, funded primarily by the government. Although it is independent from government, it is responsible to the Equality Minister. It:

• runs high profile campaigns to change public opinion as well as the law – for example, on equal pay, the rights of pregnant women at work, and rights to flexible working
• publishes research and statistics about women and men in Great Britain to show clearly where changes are needed
• uses its legal enforcement powers to investigate organisations or areas of life where sex discrimination is persistent or happens frequently
• takes legal cases under the Sex Discrimination Act and Equal Pay Act, to improve the situation for women and men in the future. It has taken cases that have secured equal treatment for men and women in such diverse areas as pay, recruitment, pensions, education and sport.

The CEHR is expected to replace the existing equality commissions, which include the EOC, in 2007/8.

www.eoc.gov.uk

(See CEHR)

Equal Opportunities

Equal opportunities, or equality of opportunity, may be defined as ensuring that everyone is entitled to freedom from discrimination. There are two main types of equality encompassed in equal opportunities.

Equality of treatment is concerned with treating everyone the same. Thus, in an organisational context it recognises that institutional discrimination may exist in the form of unfair procedures and practices that favour those with some personal attributes, over others without them. The task of equal opportunities is therefore concerned with the elimination of these barriers.

Equality of outcome focuses on policies that either have an equal impact on different groups or intend the same outcomes for different groups.

Equal Pay

The equal pay legislation is among the most complex in the area of equality and diversity. In broad terms, it means that men and women must be paid the same
rates or be on the same scales where they are doing the same work, or work of equal value, or like work. The latter two are often more difficult to demonstrate particularly in the absence of a job evaluation scheme that covers both parties’ posts.

In order to comply with equal pay legislation it is recommended that employers have a job evaluation scheme in place and that they carry out an equal pay audit to highlight and rectify any disparities.

**ECU – Equality Challenge Unit**

The Equality Challenge Unit was established by the four UK higher education funding bodies and the two institutional representative bodies (Universities UK and the Standing Conference of Principals) to promote equality of opportunity for all who work or seek to work in higher education in the UK.

It does this by, among other things, producing written guidance; holding, and speaking at, seminars and conferences; liaising with government, stakeholders and higher education agencies; advising and supporting individual institutions; and maintaining a one-stop equalities website for the higher education sector.

www.ecu.ac.uk

**Equality Commission for Northern Ireland**

The Equality Commission for Northern Ireland is an independent public body established under the Northern Ireland Act 1998. The Commission’s general duties include:

- working towards the elimination of discrimination
- promoting equality of opportunity and encouraging good practice
- promoting affirmative/positive action
- promoting good relations between people of different racial groups
- overseeing the implementation and effectiveness of the statutory duty on public authorities
- keeping the relevant legislation under review.

On 1 October 1999 the commission took over the functions previously exercised by the Commission for Racial Equality for Northern Ireland, the Equal Opportunities Commission for Northern Ireland, the Fair Employment Commission and the Northern Ireland Disability Council.

www.equalityni.org

**Ethnicity**

The following definition conveys the essence of the idea of ethnicity, which is that it is about identity, it draws on a number of factors and may change over time and in different locations. ‘An ethnic group would be defined as a community whose heritage offers important characteristics in common which makes them distinct from other communities. There is a boundary that separates ‘us’ from ‘them’, and the distinction would probably be recognised on both sides of that boundary.’
Ethnicity is a multi-faceted phenomenon based on physical appearance, subjective identification, cultural and religious affiliation, stereotyping and social exclusion. It is not possible to prescribe what the key distinguishing characteristics might be; the components of ethnicity will be different in Britain compared with Northern Ireland, Belgium, Bosnia, United States….’, (Berthoud 1977)

Unfair treatment on grounds of ethnic origin is unlawful discrimination under the RRA. Jews, Travellers and Sikhs have been recognised as ethnic groups in case law brought under this Act.

Ethnic categories and classifications change to reflect social and political attitudes and realities. Many HEIs undertaking ethnic monitoring will currently use the ethnic 2001 Census classification. This classification uses a combination of national/geographic origins with skin colour or ‘race’ e.g. ‘Black/Black British’ ‘White Irish’, ‘Chinese’. The categories used in the next Census, in 2011, may be different.

**Evaluation**

There is a need to evaluate all policies and processes periodically to ensure that they take account of the changing environment and are effective. All policies should be evaluated to ensure that they embed the principles of equal opportunities. Equal opportunities policies and action plans should be evaluated to ensure they meet legal requirements, and are producing the desired outcomes.

(See **Action Plan**)

**Exclusion**

In equal opportunities terms, exclusion means being prevented from doing something because you are of a certain race or ethnicity, sexual orientation, sex, age, social class, religion or belief, or are disabled. The reason for exclusion might not be explicit, but be based on a perception created by the characteristics of the people who form the dominant group in a subject area or occupation. So, while women might become, for example, engineering professors, they may feel excluded from the circles that allow them enhanced chances of progression because of their sex.

(See **Barriers**)


Family Friendly

Family friendly refers to the policies, procedures or practices (mainly in an employment context but they can also be in other areas such as welfare benefits, social care and health) that aim to be more sympathetic to life events such as the birth of children, bringing up and caring for children, illness in the family, caring for sick or elderly relatives, death, and dealing with the unexpected. The intention is to create a more flexible way of organising society, and especially the world of work, that is more supportive of family life. Examples of family-friendly policies include: time off when children are ill; flexible working hours; career breaks; increased holiday entitlement; improved maternity/paternity leave; and part-time working.

As women have traditionally had the caring role for children and the elderly, family friendly policies primarily benefit them at the moment. However, they also enable men to take a greater and fairer share of such responsibilities.

FtM

A person transitioning from female to male, or undergoing gender reassignment from female to male.

(See Gender Reassignment, Trans)

Flexible Working

Parents of children aged under six or disabled children aged under 18 have the right to apply to work flexibly and their employers will have a duty to consider these requests seriously.

Flexible working is defined as:

- a variation to the hours currently worked
- a variation to the times when a person is required to work, or
- working from home.

Employers do not have to agree to a request to work flexibly, but they have to have sound business reasons for refusing. The relevant legislation lists eight examples of what might be accepted as a sound business reason. They are:

- burden of additional costs
- detrimental effect on ability to meet customer demand
- inability to re-organise work amongst existing staff
- inability to recruit additional staff
• detrimental impact on quality
• detrimental impact on performance
• insufficiency of work during the period the employee proposes to work, and
• planned structural change.

It is important for employers to respond flexibly to requests for changed work patterns, and to resist instant refusals on the assumption that, because a job has always been carried out in a particular way, it cannot be done differently. If a member of staff has requested a particular working arrangement, for example different hours on different days, there may be room on both sides for compromise.

www.dti.gov.uk
Gay

Gay is a term that is used to describe a man who has an emotional and/or sexual orientation towards men. Some women also define as gay, rather than lesbian; it is a generic term for lesbian and gay sexuality. A person should not be referred to as ‘a gay’, rather, they ‘are gay’. There is also a tendency at the moment to refer to something as gay if it is inferior or laughable. This constitutes discrimination and should not be tolerated.

Gender

Gender is the condition of being male or female. It is a category of analysis used in academic disciplines. It relates to femininity (or femaleness) and masculinity (or maleness) and our understanding of what these mean. The nature/nurture debate attempts to define whether maleness and femaleness relate solely to biology (being born male or female) or whether they also relate to socialisation and cultural influences, or are a combination of all these factors.

(See Sex)

Gender Dysphoria

Gender dysphoria can be experienced by a person who has persistently uncomfortable feelings about their birth gender. Someone with gender dysphoria may experience anxiety, uncertainty, or persistently uncomfortable feelings about their birth gender. Sometimes, that person will assume an identity in the opposite sex to their birth sex. This may involve undergoing hormone or perhaps surgical treatment to change their sex physically. Gender dysphoria is an essential legal prerequisite for changing gender.

Gender Reassignment

Gender reassignment is a process which is undertaken under medical supervision for the purpose of reassigning a person’s sex by changing physiological or other characteristics of their sex, and includes any part of such a process. A person does not have to undergo gender reassignment in order to transition fully from one sex to another. Furthermore, someone may have gender dysphoria but not want to transition fully.

General Duty

Public authorities have a general duty to promote race equality. Every higher education institution is a public authority, and this duty means that as each HEI carries out its functions it shall ‘have due regard to eliminate unlawful
discrimination, and promote equality of opportunity and good relations between people of different racial groups’. The three parts of the duty are complementary. As a whole, the duty has to be met and applied to all functions that are relevant to race equality. As a means of meeting the general duty, a set of specific duties has also been provided.

A general duty to promote disability equality will be introduced by 2006. This general duty will require public authorities to pay due regard to the need to eliminate unlawful disability discrimination and harassment in the way in which they carry out their functions.

(See Specific Duties)

Glass Ceiling

The ‘glass ceiling’ originated as a metaphor for an invisible barrier which prevents qualified women from advancing upward into senior positions in their organisations. Women can see, but not reach the high level jobs. The term was coined in 1986 by the Wall Street Journal’s ‘Corporate Woman’ column, and it quickly caught on and entered the public lexicon. The term has been extended to refer to the similar invisible barrier that operates in respect of people from ethnic minorities and other social groups who seek to reach the senior positions.

(See Sticky Floor)

GOR - Genuine Occupational Requirement

Recruitment and selection on the grounds of a racial group, gender, disability, sexual orientation or religion/belief is allowed in certain jobs where being of particular racial group, sex, disability, sexuality or religion/belief is a genuine occupational requirement for that job. For example, recruiting a member of a religious group to perform acts of worship for that group is lawful, whereas hiring a person of a particular religious group to clean the windows of a building used for worship could be unlawful if that person was chosen on the grounds of his/her religion. Also it would be acceptable to recruit from a particular sex if the job involved intimate or personal care or procedures.
Harassment

Harassment is unwanted conduct which may create the effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individual’s learning, working or social environment or induces stress, anxiety, fear or sickness on the part of the harassed person. Differences of attitude, background or culture and the misinterpretation of social signals can mean that what is perceived as harassment by one person may not seem so to another; nevertheless, this does not make it acceptable.

The defining features are that the behaviour appears or feels offensive, humiliating, hostile or intimidating to the recipient or would be so regarded by a reasonable person. Most HEIs now have policies, guidelines and codes of practice covering all forms of harassment.

Hate crime or incident

A hate crime is any crime committed against a person, a group or the property of a person or group where the motivation for the crime is hatred of, or prejudice against, their sex, sexual orientation, race, religion or disability. The most common forms of hate crime are racial, homophobic or sectarian; however, the Metropolitan Police also include domestic violence in their definition of hate crime.

HEEON – The Higher Education Equal Opportunities Network

HEEON is a membership organisation comprising of individual, corporate and institutional members from the higher education sector.

Its aim is to:

provide support, information, stimulation, validation, encouragement and sharing of good practice for those seeking to achieve and sustain equality of opportunity, diversity and widening participation in higher education, including matters relating to employment, career progression, student admission, retention and progression, learning and teaching, research and enterprise.

And to:

• forge alliances through which to stimulate and encourage planning, advisory and funding bodies to embed equality and diversity issues in all strategic and operational practices at all levels
• provide effective network management, supporting activities that enable achievement of the Network’s aims.
HEEON also:

- runs regular conferences and events on issues related to equality and diversity both in its own right and with partner organisations
- manages the admin-eo mailbase.

(See Admin-eo mailbase)

www.heeon.ac.uk

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**Heterosexism**

Heterosexism is a bias towards heterosexuality, to the exclusion of other sexualities. It acts to enforce heterosexuality by assuming that all individuals are heterosexual. For example, referring to partners as a husband or wife, assumes that a person is married to someone of the opposite sex, in a traditional heterosexual framework. This has a negative impact on those who are not heterosexual, and makes it difficult for people to acknowledge a sexuality other than heterosexuality.

**Heterosexual**

A heterosexual person is one who has an emotional and/or sexual orientation towards people of the opposite sex. It would be uncommon for a person to experience discrimination on the grounds that they are heterosexual. However, a heterosexual person who found him or herself in the minority in a particular setting might do so.

**Hinduism**

Hinduism is not a single unified religion. It has developed as a series of several closely formed teachings and religious practices. Hindus believe in a universal soul or God called Brahman, and that existence is a cycle of birth, death and rebirth, governed by Karma. The numerous gods of the Hindu faith represent different expressions of Brahman, each one showing a different part of the Brahman’s character. Hindu worship is a largely individual affair involving images, prayers, and diagrams of the universe. Central to Hindu worship is the image; usually an icon. This can be worshipped either at home, or in the temple. Hinduism is the third largest religion in the UK with approximately 400,000-550,000 members.

**Homophobia**

Homophobia is, literally, the fear of lesbian, gay, or bisexual people and their sexuality, sometimes merely implied, but often taken to the point where discriminatory statements are made, or actions taken, against lesbian, gay or bisexual people. Homophobia constitutes discrimination and should not be tolerated.
Humanism

Humanism is an approach to life based on humanity and reason. Humanists believe that moral values are properly founded on human nature and experience alone. Decisions are based on the available evidence and an assessment of the outcomes of an action, not on any dogma or sacred text. Humanism encompasses atheism and agnosticism, but operates as an active and ethical philosophy.

Humanists believe in both individual rights and freedoms; and individual responsibility, social cooperation and mutual respect. They believe that people can and will continue to find solutions to the world’s problems, so that quality of life can be improved for everyone.

www.humanism.org.uk

Human Rights

Human rights are the basic rights, which it is generally considered all people should have, such as justice and freedom of speech.

Human Rights Act 1998

The UK is a signatory to the European Convention on Human Rights (ECHR) which was introduced into domestic legislation in the Human Rights Act. The Act does three simple things about the rights and freedoms in the ECHR:

1. It makes it unlawful for a public authority to violate Convention rights, unless, because of an Act of Parliament, it had no choice.
2. It says that all UK legislation should be given a meaning that fits with the rights, if that’s possible. If a Court says it’s not possible, it will be up to Parliament to decide what to do.
3. Cases can be dealt with in a UK Court or tribunal. They do not have to be taken to the European Court of Human Rights in Strasbourg.

The Convention guarantees the following rights and freedoms:

- right to life (Article 2)
- freedom from torture and inhuman or degrading treatment or punishment (Article 3)
- freedom from slavery and forced or compulsory labour (Article 4)
- right to liberty and security of person (subject to a derogation applicable to Northern Ireland) (Article 5)
- right to a fair and public trial within a reasonable time (Article 6)
- freedom from retrospective criminal law and no punishment without law (Article 7)
- right to respect for private and family life, home and correspondence (Article 8)
- freedom of thought, conscience and religion (Article 9)
- freedom of expression (Article 10)
- freedom of assembly and association (Article 11)
- right to marry and found a family (Article 12)
- prohibition of discrimination in the enjoyment of the Convention rights (Article 14)
14)  
• right to peaceful enjoyment of possessions and protection of property (Article 1 of Protocol 1)  
• right to education (subject to a UK reservation) (Article 2 of Protocol 1)  
• right to free elections (Article 3 of Protocol 1)  
• right not to be subjected to the death penalty (Articles 1 and 2 of Protocol 6).

www.dca.gov.uk
Identity

The notion of identity is founded on individual’s regarding themselves as a member of particular groups — such as nation, social class, sexuality, religion or belief, subculture, ethnicity, gender, employment, and so forth. Many people feel a sense of pride in their identity, which furthers a sense of community. People who identify a certain way do not necessarily have the same needs or values.

(See Multiple Identities)

Impact Assessment

Impact assessment in the equality and diversity context is a detailed and systematic analysis of the potential or actual effects of a policy or practice, provision or criterion to ascertain whether it has a differential impact on identifiable groups of people. Assessment should take place not only of all formal policies and practices, but also informal ones because of the need to eliminate indirect discrimination. Impact assessment is an anticipatory process that allows institutions to predict possible barriers faced by equality target groups. A judgement of adverse impact is made if the impact of a policy disadvantages one or more equality target groups. Steps then have to be taken to mitigate this adverse or negative impact.

Impairment

An impairment is any limitation or restriction on a person’s physical abilities, sensory capacities, intellectual and cognitive abilities. People can be born with an impairment or can acquire one through accident or illness. Impairment is not the same as disability.

(See Disability)

Incitement to Racial Hatred

Incitement to racial hatred is a criminal offence under the Public Order Act 1986, which made it illegal to commit certain acts. Anyone who uses threatening, abusive or insulting words or behaviour, or displays any written material which is threatening, abusive or insulting is guilty of an offence if:

a) s/he intends to stir up racial hatred, or
b) racial hatred is likely to be stirred up as a result of his/her actions.

The offence may be committed in a public or private place.
Inclusion

Inclusion in equal opportunities terms is about making every member of a community feel that they are not prevented from taking part in any activity, applying for any job, applying to become a student in any HEI etc., because of any personal characteristic relating to their race or ethnicity, sex, disability status, sexual orientation, religion or belief, class or age. Policies and practices that are open, fair, transparent and equitable encourage inclusion.

Indirect Discrimination

The law in Britain recognises two kinds of discrimination: direct and indirect. (In relation to disability, the term disability-related discrimination is used instead of indirect discrimination.) Indirect discrimination occurs when there are rules, regulations or procedures in place that have a discriminatory effect on certain groups of people. For example:

- dress codes requiring women to wear knee length skirts could indirectly discriminate against women from some cultural or religious groups who would not feel able to dress in this way;
- unnecessary height requirements, which state that employees in some roles have to be six feet tall could discriminate against women, or members of some ethnic groups, or people with certain disabilities, who would not usually be able to meet the requirement.

(See Direct Discrimination, Discrimination)

Institutional Racism

Although the term institutional racism has been in use for many years (largely unnoticed) it came to prominence/notoriety following the inquiry into the death of Black teenager Stephen Lawrence. The inquiry report (the Macpherson Report) defined ‘institutional racism’ as:

*The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin which can be seen or detected in processes; attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.*

Note this definition is concerned with both outcomes (failure to provide an appropriate or professional service…) and processes (which disadvantages…).

The definition is controversial because of the inclusion of the word ‘unwitting’ i.e. unknowing, or unaware. However, it is still the most widely accepted definition. The controversy exists because the definition seems to suggest that institutions can only be unwittingly racist. It is, of course, possible that there are both private and public institutions in which some members of staff could be quite clearly racist, prejudiced and discriminatory in their practices and that this would be deliberate, not unwitting.
The RRAA requires public institutions, including HEIs, to not only ensure that their policies, procedures and practices are not racist, but promote equality of opportunity and good race relations.

(See Racism)

**Interfaith**

Interfaith is defined by the Interfaith Network for the UK as working in dialogue and cooperation with different religious traditions. It is based on the principle that understanding and working partnerships can only succeed if they are rooted in respectful relationships which do not blur or undermine the distinctiveness of different religious traditions. Working in an interfaith context therefore means building good relations between people of different religious beliefs, or none.

www.interfaith.org.uk

**Intersex**

A person may have an intersex condition when anatomical sex is ambiguous. The condition may arise due to certain congenital or hormone imbalances in the foetus or placenta. A person who has an intersex condition may or may not experience gender dysphoria.

(See Gender Dysphoria)

**Islam**

Islam is a monotheistic religion based on the teachings of Prophet Muhammad, who is believed to be God’s final messenger on Earth. Followers of Islam are called Muslims. Muslims have six main beliefs. These are in:

- one God
- the holy book the Qu’ran
- the presence of prophets (Adam, Abraham, Moses, David, Jesus and Muhammad)
- the day of judgement
- the presence of angels
- the decree of God.

Muslims are obliged to satisfy the Five Pillars of Islam. These are:

1. *Shahadah* – bearing witness to God and recognising Muhammad as his prophet
2. *Salat* – praying five times a day in the required way
3. *Zakat* – paying a percentage of income to the poor
4. *Sawm* – fasting during the month of Ramadan

Islam is the second largest religion in the UK with approximately one and a half million members.
Islamophobia is unfounded prejudice and hostility towards the religion of Islam and/or people of a Muslim faith. It can also refer to the practical consequences of discrimination against Muslim individuals and communities, and to the exclusion of Muslims from mainstream political and social affairs.
Job Description

A job description defines the overall purpose and the major activities and responsibilities of a particular post or job. It should also indicate the reporting relationships, the hours of work, salary and any special conditions attached to the post.

All job descriptions should be clear, concise, use straightforward language and avoid the use of unnecessary jargon or technical language. The job description should also be gender neutral as should the Job Title.

Judaism

There are three key elements to Judaism:

• a belief in one God
• a belief that the Torah (Teaching or Direction) is one of divine origin
• a belief that the followers of Judaism worship God alone, who has communicated through the Prophets.

(Faith Regen UK)

The Jewish religion is a major world religion. Jews believe in one, omnipotent God and obey the legal and ethical demands of Jewish law and custom, laid out in the Talmud and Codes of Law. Jews have a commitment to the study of Jewish holy books, especially the Tenach. There are different Jewish sects, such as Orthodox Jews, Reformist Jews, along with different Jewish groups based on place of birth e.g. Ashkenazim, Sephardim.
Lesbian

A lesbian is a woman who has an emotional and/or sexual orientation towards people of the same sex. Some women do not like the term lesbian, and prefer to describe themselves as gay. It is also worth noting that terms that are used by the lesbian community, such as dyke, butch and femme, should not be used generally. It is best to use the term lesbian, unless it is indicated otherwise.

Less Favourable Treatment

In anti-discrimination law, less favourable treatment is an essential component of the legal definition of ‘direct discrimination’. It simply means treating someone (A) differently and adversely compared with someone else (B). It involves comparing the treatment of A with the treatment of B. The opposite to this is ‘more favourable treatment’ (i.e. if A is treated ‘less favourably’ compared with B, B must have been treated ‘more favourably’ compared with A).

If there is also a difference between A and B relating to their gender, race, disability etc., then the treatment of A may amount to unlawful direct discrimination if there is not an innocent (or reasonable and not unlawful) explanation for the less favourable treatment that A received.

(See Direct Discrimination, Discrimination)

LGBT

LGBT is a commonly used abbreviation for the Lesbian, Gay, Bisexual and Trans community. The order of the abbreviation varies between organisations and practices (for example, women-only communities may refer to the LBT community). There is not, at present, a uniform order.
Mainstreaming

Mainstreaming is about making the concept of equality central to all policy and decision-making, and not just those areas or functions which appear to have an obvious impact on equality. The Council of Europe defined mainstreaming as:

*The (re)organisation, improvement, development and evaluation of policy processes, so that an equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.*

The Scottish Parliament has adopted the following definition of mainstreaming:

*Mainstreaming equality is essentially concerned with the integration of equal opportunities principles, strategies and practices into the everyday work of Government and other public bodies from the outset, involving every day policy actors in addition to equality specialists. In other words, it entails rethinking mainstream provision to accommodate the equal opportunities categories as identified in the Scotland Act.*

Marital Status

Marital status refers to the legal condition of being single, married, divorced, widowed or in a civil partnership. Discrimination on the grounds of marital status is illegal.

Maternity

A pregnant employee will be entitled to a certain amount of both maternity leave and pay depending on the length of her service. Many HEIs have occupational maternity schemes. If they have, then the qualifying period for benefit is usually one year’s service at the week of the expected birth. If an employee does not qualify for the occupational scheme, or there is no such scheme, she may still qualify for Statutory Maternity Leave and Pay. To claim that she must have at least 26 weeks’ service 15 weeks before the baby is due. Then, she will be entitled to 26 weeks’ paid maternity leave and a further 26 weeks’ unpaid leave. If she does not qualify for Statutory Maternity Leave and Pay, she will still qualify for a period of Ordinary Maternity Leave.

A pregnant employee only has to give 28 days’ notice that she is going on maternity leave and she is entitled to work up until the birth, provided she is fit and well. Similarly she only has to give two weeks’ notice that she is returning to work after the birth and she is entitled to return to the same job. If she is certified as fit to return she may do so as early as two weeks’ after the birth. She will also be entitled to reasonable time off for antenatal classes.
Statutory regulations in relation to maternity leave and pay change on a fairly regular basis, so as soon as it is known that a member of staff is pregnant the HR/Personnel department should be contacted to see what she will be entitled to. It is good practice for a line manager to discuss maternity leave with the expectant mother.

**Mentoring**

A mentor is a trusted teacher or advisor. Mentoring is a working or professional relationship, outside formal line management, which offers guidance and support for career progression and development. Mentoring may include elements of coaching or less formal advice and support. It may be carried on face to face or electronically, through e-mentoring. Some organisations provide mentors to all newly appointed staff. Students may have a similar system of ‘buddies’, ‘pals’ or ‘parents’ in which second and third year students mentor ‘freshers’.

**Monitoring**

Monitoring may be interpreted in terms of collecting numbers and assessing statistics (e.g. the proportions of male/female staff at different levels in an institution) but it can be more widely interpreted to include, for example, regular consultation with those affected by a policy to see how well it is working.

Under the Race Relations Act 1976 (Statutory Duties) Order 2001, every HEI must ‘monitor by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff.’ In the Commission for Racial Equality’s Statutory Code of Practice on the Duty to Promote Race Equality, monitoring is defined as the collection of ‘information to measure an institution’s performance and effectiveness. The results may suggest how the institution can improve.’

Equality monitoring is critical for the successful implementation of an institution’s Equality and Diversity Policy. Without monitoring, the adoption of any equality policy remains just words. Monitoring is a way of checking how well policies, procedures and practices are working. It can, therefore, be linked to policy development, implementation and evaluation.

It may be used to measure the progress being made on many institutional activities. Monitoring is commonly carried out in recruitment and selection processes for jobs, and in the applications received from, and selection of, students.

**MtF**

A person transitioning from male to female or undergoing gender reassignment from male to female.

(See Gender Reassignment, Trans)
Multiple Discrimination

Generally, people belong not just to one community, but several. This can make them a target of prejudice on more than one level. For example, a Lesbian woman who is Chinese, might experience racism from parts of the gay community, homophobia from parts of the Chinese community, as well as general racism and homophobia. This is known as multiple discrimination and is a consequence of multiple identities. A mainstreaming approach to equality helps to prevent multiple discrimination because it recognises that everyone belongs to several identity groups.

(See Multiple Identities)

Multiple Identities

Individuals have many characteristics. A group of women may share gender in common but be different in many other ways. These will include ethnicity, sexuality, age and marital status. They may have varieties of jobs, caring responsibilities and economic and social status.

(See Identity, Multiple Discrimination)

Muslim

A Muslim is a believer in or follower of Islam.

(See Islam)
NADO Ltd is the professional organisation for disability and support staff in further and higher education. NADO is the organisation for anyone working in the post-16 education sector and involved in the management or delivery of services for students with disabilities.

NADO is:

• working to improve the professional development and status of disability services staff in the post-16 education sector via education, communication and leadership;
• promoting excellence in the quality and consistency of educational support services provided for students with disabilities.

http://nado.org.uk/

National Origin

A person’s national origin is directly related to their place of birth and is not necessarily their nationality. National origin could be described as nation of origin.

(See Nationality)

Nationality

A person’s nationality is usually related to the nation in which they were born. However, people can also achieve nationality by naturalisation, which is the process by which a nation accepts a person as a member even though they were born elsewhere. By this process some people actually achieve dual or multiple nationality, that is to say, they are accepted as a member by more than one nation. This achievement of nationality can be by such things as: application, domicile, marriage or political asylum depending on the laws of a particular Nation State.
Objective Criteria

Objective criteria are those factors that are measurable, based on fact, and not subject to personal interpretation. In other words, it would not matter who evaluated whether or not the criteria have been met, since the result would be the same. For example, in recruitment and selection, objective criteria in a person specification might include achievement of educational qualifications, a minimum length of time worked in a given role, and documented evidence of other skills and knowledge required to do the job. Similarly, once in employment, objective criteria used to measure performance might include attendance records, disciplinary records, length of service, and evidence of having undertaken staff development.

One must be alert to the potential for discrimination when setting criteria that, on the face of it, appear ‘objective’. For example, if a key requirement of an advertised job is to produce high quality documents to tight deadlines, setting a specific typing speed as the selection criteria would unfairly exclude disabled people who use speech-to-text software.

Oppression

Oppression occurs when people are governed or treated in an unfair and unequal or cruel way and prevented from having opportunities and freedoms. It is the suppression of the natural self-expression of one group or individual by another.
Parental Status

Parental status can be conferred by biological, adoptive or circumstantial means. When someone under the age of 18 is in the care of someone other than their birth or adoptive parents, that person may act *in loco parentis* for a prescribed period of time e.g. when a child is at school. Parental status allows biological and adoptive parents to take maternity, paternity, adoptive and parental leave, according to their sex. Same sex couples are entitled to the same leave rights as opposite sex partners.

Person Specification

A person specification describes the skills, knowledge and experience that the successful applicant will need in order to carry out the duties of a particular post or job. It provides the objective criteria which are used to assess the candidates’ suitability for the role, and, as such, is an essential tool in a fair recruitment and selection process. Along with the job description, it provides the basis for the advertisement. It should be used for short-listing, for planning interview questions and other selection methods and to facilitate the final selection decision.

Political Correctness

A person is thought to be politically correct if they are supportive of, or relate to, a broad social, political, and educational change. They may also be politically correct if they wish to redress historical injustices especially in relation to race, class, gender, disability, sexual orientation, age, religion or belief. The term politically correct has developed however, and in some contexts, can be derisive. This is the case when a person is perceived to be over-concerned with these issues, to the exclusion of other issues.

Positive Action

Positive action is the deliberate introduction of measures to eliminate or reduce discrimination, or its effects. It is not about special treatment for any one particular group, but the fair treatment of all people. It is concerned with levelling the playing field so that everyone has access to the same opportunities. The qualification floor remains the same.

There are three main types of positive action: action that reveals potential discriminatory practice through, for example, the assessment of policies or monitoring; action which changes discriminatory practice in light of any findings; and action which attempts to counter-balance the under-representation of a particular group. This latter form of positive action includes the use of methods such as mentoring schemes, networks, outreach work, target setting and training.
Positive action is not the same as positive discrimination, an example of which would be promoting someone purely on the basis of his or her gender.

(See Positive Discrimination)

Positive Discrimination

Positive discrimination occurs when one person, or group of people is treated more favourably than another person, or group, would be treated in the same situation, based on a defining characteristic. This characteristic might be race, gender, sexual orientation, or religion or belief. It is illegal to recruit someone purely on that basis, unless there is a genuine occupational requirement. However, as the law relating to disability is fundamentally different from other equalities legislation, it is lawful for employers to advertise certain posts as only being available to disabled people. Positive discrimination is sometimes confused with positive action, which is lawful.

(See GOR, Positive Action)

Positive Duty

The RRAA imposed the first positive duty to promote any of the equality areas in the UK. Resulting from the MacPherson Report into the death of Stephen Lawrence, the Act changed the basic precept of equalities legislation from reactive to proactive. It contained a duty for all public authorities to promote race equality in a prescribed manner through race equality policies/schemes, action plans and impact assessments. A positive duty is to be introduced for disability and gender.

(See Action Plan, Impact Assessment, Public Sector Duty)

Prejudice

Prejudice is an adverse judgment, conviction or opinion formed beforehand or without knowledge or examination of the facts. It may be felt or expressed. It may be directed, without reason, toward a group or an individual of that group and may develop into an irrational suspicion or hatred. Although it is not possible to legislate against prejudice, prejudice often leads to discriminatory behaviour, which may in itself be unlawful. Prejudice is hard to challenge unless it is openly expressed so it is important that institutions encourage open debate about issues of concern.

Preferred Terminology

Terminology is evolving, and what is acceptable today may well have been unacceptable in the recent past. It varies between English speaking nations. In the UK the descriptors Black British and African - Caribbean are acceptable and widely used, while in the USA ‘people of colour’ is the norm. In South Africa ‘coloured’ is used to describe dual heritage/mixed-race people, whereas as in the UK it is considered to be outdated and unacceptable.
Public Authorities/Bodies

Under the existing RRAA and Disability Discrimination Bill (which will amend the DDA), the public sector has particular legal responsibilities. Public authorities are defined in the legislation as all central government departments and their executive agencies and non-departmental public bodies, all NHS institutions, the governing bodies of schools, FE and HE institutions, the Scottish Executive and the Welsh Assembly Government.

Unlike private sector organisations and voluntary bodies, public authorities are required to eliminate discrimination and promote equality. In addition, they must ensure that, when entering into arrangements with others, they will still be able to fulfil their duties.

Public Sector Duty

The Public Sector Duty to promote equality of treatment in a particular equality area e.g. race, gender or disability is another way of referring to a positive duty to promote the same.

(See Positive Duty)
The term queer has several meanings that are developing and changing as culture changes. It is used by some as a generic term to describe all those who are not heterosexual. This includes lesbian, gay, and bisexual people, transgender and transsexual people, those who are questioning their sexuality, or those who are curious about their sexuality. The word, for some, in this context has been reclaimed. However, it can be a highly derogatory term and should not be used in an employment context or learning environment.

Queer theory was originally associated with the radical gay politics of ActUp, Outrage, and other groups that embraced ‘queer’ as a label associated with identity. The word ‘queer’ was reclaimed by these organisations but has become a term used in the consideration of social and cultural studies. Queer theory challenges either/or, essentialist notions of lesbian, gay, bi-sexuality and heterosexuality within the mainstream discourse and instead posits an understanding of sexuality that emphasises shifting boundaries, ambivalences, and cultural constructions that change depending on historical and cultural context. In this context, it is acceptable to use the term queer.

A quota is a fixed proportion (percentage) of something that has to be achieved by a certain time.

One example of a quota in an equality/HEI context would be the requirement to achieve a fixed percentage of women, say 50%, in a particular course of study by 2010. This quota (50%) would have to be achieved even if it involved lowering entry standards for women applicants or deliberately discriminating against male applicants in the admissions process.

In the United States some equality quotas are lawful as they are seen as an essential way of eliminating entrenched and long-standing historic inequalities relatively quickly, which may otherwise remain. It is also argued that achieving a diverse social mix (by reference to race, gender etc.) in HEIs, for example, is a legitimate educational objective.

In the United Kingdom quotas are illegal, as fixing a quantity would inevitably result in direct discrimination/less favourable treatment. However, setting targets is not unlawful, as they can be attained through legitimate positive action measures.

(See Positive Action, Targets, Positive Discrimination)
The RRA, as amended by the RRAA, makes it unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or national origin. The amended Act also imposes general duties on many public authorities to promote racial equality.

Racial Harassment

Racial harassment includes any hostile, intimidating, humiliating or offensive act or expression by a person or group against another person or group on grounds of racial, ethnic, or national origin, or incitement to commit such an act on racial grounds. Racial harassment is illegal under the terms of the Race Relations Act as amended in 2000 and is also regarded as a form of racial discrimination.

Such behaviour includes:

- intentional unlawful discrimination on the grounds of race, ethnicity or nationality or national origin
- derogatory name-calling
- insults, threats and racist jokes
- ridicule of an individual for racial or ethnic difference
- racist graffiti, images or insignia.

Racism

The United Nations International Convention on the Elimination of All Forms of Racial Discrimination defines racism as:

Any distinction, exclusion, restriction, or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment, or exercise, on equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural, or any other field of public life.

Other definitions of racism stress the importance of power (the actions of institutions and government) and ideology (the transmitting of ideas and culture) in determining racial exclusion and discrimination, rather than the actions of individuals (which is sometimes described as 'racialism').

(See Institutional Discrimination, Ethnicity)
Racist Incident

The Macpherson Inquiry into the murder of Stephen Lawrence defined a racist incident as ‘an incident that is perceived to be racist by the victim or any other person’. This means that it is the perception of the victim or person reporting a racist incident that must be taken into account. The definition was introduced in an attempt to address the serious problem of under-reporting of racist incidents and racial abuse. It does not mean that if an incident is reported it is automatically racist, but that the perception that it is by the victim must be acknowledged and recognised.

Rastafarianism

Rastafarians worship Haile Selassie, former emperor of Ethiopia. They consider him to be the Messiah and the champion of the Black race. The belief developed in Jamaica in the 1930s following the philosophy and teaching of Marcus Garvey. Rastafarians strongly believe that White power structures have resulted in injustice for Black people and their aim is to challenge them.

Rastafarians regard Africa as their homeland, and the religion is associated with spreading peace, love and harmony in the world. Worship can involve reading the Old Testament scriptures, and meditation. Contrary to popular belief, devout Rastas do not smoke marijuana recreationally, and some do not use it at all. Most Rastafarian teachers, though, have advocated the controlled ritual smoking of marijuana for religious purposes.

Reasonable Adjustment

Under disability legislation employers have a duty to make reasonable adjustments to their practices and premises to accommodate a disabled person, where some arrangement or physical feature of the premises causes a substantial disadvantage. An anticipatory duty to make adjustments is owed to all students, not simply to individuals, under SENDA.

(See Disability, SENDA)

Recruitment and Selection

Most HEIs have Recruitment and Selection procedures which will have been subject to equality impact assessment to ensure that they afford equality of opportunity and treatment. These are likely to include some over-arching general principles.

When recruiting, it must not be assumed that someone’s sex, marital status, race, colour, nationality, ethnic origin, religion, beliefs, age, disability, or pregnancy makes them more or less suitable for a job. There should be an up-to-date job description which is written in a non-discriminatory way and which reflects the duties of the post. Additionally, there should be an accurate and focused personnel/job specification, which reflects the attributes an applicant will need in order to be effective in the post.
To avoid the possibility of being indirectly discriminatory, all requirements should be strictly relevant to the job. For example, if physical fitness is a requirement it does not automatically mean that a disabled person cannot do the job.

Vacancies should be widely advertised to attract a range of applicants. Each applicant should be asked the same questions at interview, and assessment methods should be clearly agreed beforehand.

Religion

Religion is the belief in or worship of a god or gods as a particular system of belief or worship. (Chambers Compact Dictionary 2000)

For many, religion is a doctrine that outlines a belief in, or a reverence for, a superhuman power (or powers) regarded as creator and governor of the universe. Religions can manifest themselves as a personal or institutionalised system grounded in such belief, and worship. For the purposes of Article 9 of the European Convention on Human Rights, a religion is something that must have a clear structure and belief system.

In the Employment Equality (Religion or Belief) Regulations 2003, the term religion is defined quite broadly. All religions are intended to be covered by the Regulations, with no distinction between organised religions and those considered to be less so. For example, this means that a follower of New Age teachings should be given the same level of protection as a follower of Christianity. (De Marco 2004)
SENDA – The Special Educational Needs and Disability Act

Originally, Part 4 of the DDA went only as far as to require the higher education funding bodies to request a disability statement from the HEIs; it did not offer the protection against discrimination to students that had been given to employees and users of services. SENDA amended Part 4 of the DDA. It requires that bodies responsible for the provision of education and other related services do not discriminate against disabled students and other disabled people. Institutions have an additional duty to meet the needs of all disabled students by making anticipatory reasonable adjustments, as opposed to adjustments for employees, which are to be made on an individual basis.

Sex

Sex is determined by the match between body and sex organs i.e. male, female or intersex. Sex refers to someone’s physical or anatomical sex – in other words, which type of genitals they possess. Except in very rare cases of people who are intersexed, anatomical sex is well defined and easy to interpret.

Sexual Harassment

Sexual harassment can occur in a variety of circumstances but always has a distinctive feature: the inappropriate introduction of sexual comments or activities into teaching, learning, working or social situations. Sexual harassment often, though not always, arises between people of unequal status and involves the abuse of a position of authority or trust. Sexual harassment is illegal and constitutes a form of sex discrimination.

The following are some examples of activities that might constitute sexual harassment:

• unnecessary and unwelcome physical contact
• suggestive and unwelcome comments or gestures emphasising the gender or sexuality of an individual or a group
• persistent unwelcome requests for social or sexual encounters and favours
• display of or electronic transmission of pornographic, degrading or indecent pictures.

These activities could be considered to be more serious if they are accompanied by one or both of the following:

• explicit or implicit promises for compliance that are a misuse of institutional position (promises of, for example, higher assessment marks for a student or a recommendation for promotion for a member of staff)
explicit or implicit threats of penalties for non-compliance that are a misuse of institutional position (for example, refusal to provide appropriate support/advice or resources).

**Sikhism**

Sikhism is a monotheistic religion founded in the Punjab district of what is now India and Pakistan. Sikhism is the youngest of the great world faiths, and it was founded and based on the teachings of Guru Nanak and the nine Sikh gurus who followed him. There are 20 million Sikhs in the world, most of whom live in India.

The main beliefs of Sikhism are:

- equality, irrespective of caste, race or gender
- everyone can directly be in contact with God through their own personal relationship with Him
- people should live within their community and be actively involved in it
- social justice should be an aim for society
- death is not the end of existence, but part of a transition to a life where one is closer to God.

The Sikh scripture is a book called the *Guru Granth Sahib* which Sikhs believe is a present day embodiment of the Sikh Guru; because of this, they treat the book with great respect and devotion. The Sikhs worship in a *Gurdwara* or temple. Sikhism is the fourth largest religion in the UK with approximately 350,000 members.

**Skill: National Bureau for Students with Disabilities**

Skill: National Bureau for Students with Disabilities is an independent charity that promotes opportunities for people with any kind of disability in learning and employment. It:

- provides a free information and advice service for individual disabled people and the professionals who work with them, via a freephone helpline, email and the website. This information and advice helps disabled people to overcome financial and physical barriers, ignorance and discrimination so that they can study, train or find work.
- informs and influences key policy makers to improve legal rights and support for disabled people in post-16 education and training. Skill works together with individual disabled people, professionals working in education, training and careers, employers and disability organisations to influence government.
- promotes best practice through membership, running conferences and seminars, publications and the provision of consultancy and staff training for colleges, universities and other organisations;
- conducts research and develops projects on education and disability issues to address gaps in provision and to take forward new ideas.

[www.skill.org.uk](http://www.skill.org.uk)
The National Statistics Socio-economic Classification is used for all official statistics and surveys. It replaced Social Class based on Occupation and Socio-economic Groups.

This version of the classification, which will be used for most analyses (the analytic version), has eight classes, the first of which can be subdivided.

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<thead>
<tr>
<th>The National Statistics Socio-economic Classification Analytic Classes</th>
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<tr>
<td>1 Higher managerial and professional occupations</td>
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<td>1.1 Large employers and higher managerial occupations</td>
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<td>1.2 Higher professional occupations</td>
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<td>2 Lower managerial and professional occupations</td>
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<td>3 Intermediate occupations</td>
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<td>4 Small employers and own account workers</td>
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<td>5 Lower supervisory and technical occupations</td>
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<td>6 Semi-routine occupations</td>
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<td>7 Routine occupations</td>
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<td>8 Never worked and long-term unemployed</td>
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Source ONS

(See Class)

Special Needs

In an educational context, special needs is used as a catch-all term that covers a wide range of situations relating to disabilities and impairments. In primary and secondary education it is often associated with learning difficulties, but in tertiary education and employment generally it can equally well be used to describe staff or students, and anyone who requires a reasonable adjustment to be made for them. Similarly, anyone who might need adjustments to be made before they can use a facility or attend a social event might be described as having special needs.

(See Reasonable Adjustments)

Specific Duties

Under the RRAA all public authorities have to comply with a broad general duty to promote racial equality. Specific duties are the mechanisms through which general duties are met. In the same legislation, specific duties were introduced to help public authorities meet the general duty through a series of steps, methods and arrangements. This means that specific duties should not be seen as simply a requirement in themselves, but the means to achieving the end of meeting the general duty.
The concept of general and specific duties is being introduced to other equality and diversity areas, such as disability and gender.

(See General Duty)

**Statutory Code**

A statutory code is one that has been approved by Parliament. It means that the code is admissible in evidence in any legal action, and a court or tribunal should take the code’s recommendations into account. On its own, the code does not place any legal obligations on anyone. Only the courts can give a complete statement of the law.

(See Advisory Code of Practice)

**Stereotyping**

Stereotyping is when characteristics conventionally associated with a particular group are applied to the individuals perceived to be of that group. It happens all the time, whenever generalisations are made about people. Stereotyping can be both positive and negative, and either can be equally ill-informed.

Problems can arise when stereotypical views of people based on their group identity lead to pre-judgement or assumption-making about particular individuals. This may result in discriminatory behaviour.

**Sticky Floor**

Sticky floor is the converse of ‘glass ceiling’. It describes the situation of employees or others who are unable to achieve career progression beyond an initial entry level to a post or grade because of their personal characteristics, or perceptions and assumptions about their ability based on stereotypical assumptions about their personal characteristics. The metaphor is used to communicate how sexism makes it difficult for women, for example, to rise above entry-level jobs in the labour market. Thus, some groups of women, whose economic histories are filled with problems of disadvantage, are more likely to relate to the ‘sticky floor’ than the ‘glass ceiling’.

(See Assumptions, Glass Ceiling, Stereotyping)
Targets

Targets are not quotas. They are a method of redressing any equality-based under-representation in the staff or student body. Ideally, targets should be linked to monitoring activity, which highlights particular gaps that should be dealt with.

The two main types of target are quantitative and qualitative. Quantitative targets are the number or percentage of, for example, women, ethnic minority staff or disabled people that an organisation would aim to recruit. Qualitative targets could include a commitment to introduce equality training for everyone, or specific training for an under-represented group, or the introduction of a new policy or practice such as flexible working. Targets are most successful when they are included in an overall action plan, which sets out how they are to be achieved and communicated to others. It is important to communicate the rationale for targets to other staff, so that they are not perceived to be quotas and so they don’t discourage suitably qualified people from applying for jobs because they are not in the targeted group, and therefore feel they would be wasting their time in applying.

Trade Unions and Professional Associations

Nine different trade unions and professional associations represent staff in the higher education sector. They are Amicus, the Association of University Teachers (AUT), the British Dental Association (BDA), the British Medical Association (BMA), the Educational Institute of Scotland (EIS), GMB, the National Association of Teachers in Further and Higher Education (NATFHE), the Transport and General Workers Union (T&G), and UNISON. Each of them has either an equalities department, or an officer with responsibility for equalities issues, to advise members on equal opportunities. (See page 54 for website addresses.)

Traditional/Non-traditional

Historically or stereotypically a traditional role is one that was, or is, carried out mainly, or totally, by members of one sex or people from a sub-group within a culture. For example: the building trades are still traditionally ‘men’s jobs’, though this is beginning to change; and nursing was traditionally seen as a woman’s job, and this has changed significantly in recent years. A female plumber is still regarded as unusual and non-traditional, whereas female bus drivers are now commonplace. Until quite recently, women in the armed forces belonged to all-women units and were not allowed to go to sea or become pilots. They are still not able to join certain front line units or take on some military roles.

This sort of segregation has also been applied in relation to race and ethnicity. For example, members of the Black and ethnic minority communities could not enlist in the Guards Regiment of the army. (Some would suggest that it is still quite
difficult and unusual, and therefore non-traditional.)

Traditionally, home undergraduates in UK higher education were from middle and upper class families and from the 18-22 age group. This has been changing since the 1960s, but statistically working class students are still seen to be non-traditional. Mature students are also more evident now.

**Training**

Training is the planned process of developing skills to do a particular job/activity, modify attitudes, increase knowledge, or change behaviour, through a structured learning experience. Training aims to achieve more effective and/or improved performance in any activity or range of activities. It develops the skills and abilities of individuals with the aim of satisfying the current and future needs of an organisation.

**Trans**

Trans is a generic term used by those who identify themselves as transgender, transsexual or transvestite.

(See Transgender, Transsexual Person)

**Transgender**

Transgender is an umbrella term used to include transsexual people, transvestites, and those with gender dysphoria, or a person who is in the process of transitioning.

**Transsexual Person**

A transsexual person is one who feels a consistent and overwhelming desire to transition and fulfil their life as a member of the opposite sex to their birth gender. Once a person has transitioned, they can legally assume the other gender and cease to be transsexual.
UKCOSA – The Council for International Education

UKCOSA is an independent organisation founded in 1968 and registered as a charity in the United Kingdom. It provides advice and information to international students who study, or wish to study, in the UK and the staff who work with them. All UK universities and most colleges of higher and further education with international students are members of UKCOSA, which also receives funding from the Department of Education and Skills. It provides free information and advice to students.

www.ukcosa.org.uk

Under-representation

Under-representation occurs when the proportions of men/women, white/ethnic minorities, disabled/non-disabled people, heterosexual/homosexual, etc., people in a workplace or student body do not reflect the proportions in the relevant pool. The relevant pool will vary according to the type of representation that is being considered. An HEI that recruits predominantly from the local population would expect its student body to contain roughly the same racial mix as that population. Certain grades of staff would also be expected to reflect that mix because it would be expected that they would be recruited locally.

However, the ethnic/disabled/female representation of both staff and students in certain institutions, on some courses, in particular jobs, etc., is not compatible with numbers that could reasonably be expected. For example, women are under-represented at Vice Chancellor/Principal level; ethnic minorities are under-represented at senior levels; and people who have declared a disability are under-represented across the whole sector.
Vicarious Liability

Higher education institutions and their governing bodies can be held to be vicariously liable for the actions of staff and students for actions carried out in the HEI’s name. This liability applies even if the action was not authorised by the HEI.

To avoid vicarious liability, an HEI would have to demonstrate that the member of staff or student was not negligent, i.e. that they had taken reasonable care, or that the member of staff or student was acting in his/her own right rather than on institutional business. Alternatively, an HEI would need to show that it had taken all reasonable steps to ensure that the action had not taken place. This could be done by having a policy that was communicated to staff or students by training, briefing or otherwise informing them and that, in the particular situation in question, the individual had acted contrary to the rules and procedures.

An HEI could be deemed to be vicariously liable for harassment, by a member of staff against another member of staff or a student, when at work or otherwise on institutional business, if members of staff had not been correctly briefed about their responsibilities and/or what constitutes acceptable behaviour.

Victimisation

A person is victimised if they are punished or treated unfairly because they have made a complaint, or are believed to have made a complaint, or to have supported someone who has made a complaint, for example, of discrimination against an HEI, a department or an individual.

Victimisation is unlawful as is post-employment victimisation. An HEI or an individual working for an institution would be acting unlawfully if taking discriminatory action against a former employee ‘where the discrimination arises out of and is closely connected to the employment relationship’. Post-employment victimisation could be concerned with such things as employment references.

A person or group of people can also be victimised or singled out for discriminatory or even criminal treatment because of, for example, their race, gender, disability, age, etc. This could be workplace discrimination with regard to such things as recruitment and selection and promotion. Students could be similarly victimised by a university, or college of higher education or an individual working in one by e.g. refusal of application or unfair marking. Victimisation could also be by members of the community or agencies in the community, and can be experienced through such things as verbal abuse, assault, robbery and refusal to provide information and services.
Widening participation in higher education denotes systematic efforts to change and develop the ways in which universities and colleges work. The purpose of the efforts is to ensure that universities and colleges can meet the learning needs and aspirations of individuals or groups whose experiences or circumstances mean that they have not in the past, or are unlikely to in the future, participate fully in higher education. These groups or individuals are often referred to as being from a non-traditional background. In this context, a non-traditional background is a term used to describe a person who would not ordinarily enter higher education. This may be because there is no tradition of higher education in their family; they have qualifications other than A-levels; they are older than traditional applicants; or they have different caring responsibilities, for example.

In light of the changes to higher education funding, it is likely that widening participation strategies will also target those from low-income backgrounds, as it is felt that such individuals face more barriers to higher education than other groups.

(See Class)

Work/life balance is about adjusting working patterns and developing initiatives, policies and procedures to enable employees to get their jobs done and at the same time provide flexibility to handle personal and family concerns, and pursue activities outside work.

From an employee viewpoint, work/life balance is the dilemma of managing work obligations and personal/family responsibilities and leisure time, whilst achieving success and satisfaction within both. Many people struggle to maintain a balance between their work and home responsibilities, and other interests. This juggling process can have an adverse effect on the ability of employees to do their work effectively and on their general health and well-being. Women, in particular, are affected because they continue to bear the brunt of domestic labour alongside their work commitments. Work/life balance from the employer viewpoint involves the challenge of creating a supportive company culture where employees can focus on their jobs while at work. Many employers are developing a range of options such as flexi-time, job sharing, time off in lieu, and term-time working in order to create a more flexible workplace.
Xenophobia

Xenophobia is a prejudice based on an extreme dislike or irrational fear of foreigners. It is also often associated with a dislike of cultures, religions and ways of life of people who live in other countries. It is different from racism in that racism is also about some racial groups asserting and exploiting their power over other racial groups.
Zoroastrianism is a religion founded in Iran by the prophet Zarathushtra in around 6000 BC. There are thought to be approximately two and a half million Zoroastrians worldwide who are based mainly in Iran and India, though 5,000 to 10,000 are in the UK.

Zoroastrianism is believed to be the oldest monotheistic religion. Many of its key concepts can be seen to have influenced Judaism, Christianity and Islam. These include a belief in: heaven and hell; one omnipotent God (Zoroastrians refer to this God as *Ahura Mazda*); good and evil; Satan; the final judgment; and Armageddon.

Other beliefs of Zoroastrianism include the idea that there is a cosmic conflict in the universe between good and evil, and that the entire universe including humanity is required to choose which to follow.

The main Zoroastrian scriptures are known as *Avesta* and contain the teachings of Zarathushtra. The scriptures contain sacred poetry directed towards the worship of one God, the understanding of cosmic order, the promotion of social justice and individual choice between good and evil.
Acknowledgements

The entries for some organisations were derived from their web sites. In these cases the organisation’s web address is included at the end of the entry. Similarly, where an entry about a particular topic has been derived from a website, the site’s address is given.

References

Faith Regen UK, (undated) *Faith Communities Toolkit*, Faith Regen UK

Trade Unions

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